Third Grade Life Science
Grade Standards, Supporting Skills, and Examples

Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**3.L.1.2. Students are able to identify characteristic features of animals and their related functions in relation to their environment.** **Examples:** wings/ hollow bones, webbed feet, fins • Differentiate between plants and animals.

Indicator 2: Analyze various patterns and products of natural and induced biological change.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	**3.L.2.1. Students are able to explain how animals instinctively meet basic needs in their environment.** • Give examples of basic needs. Example: Instincts such as baby birds know to open their mouths for food; newborn turtles know to go to water.

Fourth Grade Life Science
Grade Standards, Supporting Skills, and Examples

Indicator 2: Analyze various patterns and products of natural and induced biological change.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment. Examples: **hibernation and migration** • Explain environments and adaptations.

Seventh Grade Life Science
Grade Standards, Supporting Skills, and Examples

Indicator 3: Analyze how organisms are linked to one another and the environment.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**7.L.3.1. Students are able to predict the effects of biotic and abiotic factors on a species' survival.** **Examples**: adaptations, genetic defects, population disturbances, over-reproduction, animal behavior, flooding, global warming, oil spills, human activity ✓ Describe processes by which matter and energy flow through an ecosystem. Examples: photosynthesis, respiration, nitrogen cycle ✓ Use geospatial technologies to investigate natural phenomena. Examples: GPS, GIS, remote sensing

Core High School Life Science
Standards, Supporting Skills, and Examples

Indicator 3: Analyze how organisms are linked to one another and the environment.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**9-12.L.3.1. Students are able to identify factors that can cause changes in stability of populations, communities, and ecosystems.** • Define populations, communities, ecosystems, niches and symbiotic relationships. • Predict the results of biotic and abiotic interactions. Examples: Responses to changing of the seasons Tolerances (temperature, weather, climate) Dormancy and migration Fluctuation in available resources (water, food, shelter) Human activity Biogeochemical cycles Energy flow Cooperation and competition in ecosystems Response to external stimuli